DOCUMENT RESUME

ED 291 540 RC 016 481

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TITLE Johnson O'Malley Program Evaluation. 1984-85.
INSTITUTION Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE Dec 85
NOTE 22p.; For related document, see ED 241 205.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *American Indian Education; American Indians; *Ancillary School Services; Competency Based Education; Counseling Effectiveness; *Counseling Objectives; *Counseling Services; Elementary Secondary Education; Parent Participation; *Parent School Relationship; Program Descriptions; Program Evaluation; *Student Needs
IDENTIFIERS Albuquerque Public Schools NM; *Johnson O Malley Act

ABSTRACT

The Johnson O'Malley (JOM) Program for 1984-1985 in the Albuquerque (New Mexico) Public Schools provided the 1,622 eligible JOM students and their parents with the opportunity to receive supplemental counseling, support services, and information through newsletters. Six high schools and two junior high schools with sizable eligible JOM student population were chosen for supplemental counseling. Six certified counselors were hired to provide supplemental counseling. All counselors were supervised by the District Coordinator of Indian Education. Supplemental counseling helped students accomplish specific competencies. Four problem-solving programs were developed to help students in the areas of drugs and alcoholism, personal and social problems, leadership, and parental involvement. A directory of resources was compiled listing agencies for referral. Students were provided support services for obtaining school supplies and participating in school activities. Parents were informed about the program activities and services through a series of six newsletters. Program achievement was evaluated in terms of seven objectives. Twelve recommendations are offered for continued improvement. (JHZ)

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1984-85

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DECEMBER, 1985

TABLE OF CONTENTS

Administrative Summary i

Program Description 1

Objective 1.0 2

Objective 2.0 4

Objective 3.0 5

Objective 4.0 6

Objective 5.0 8

Objective 6.0 9

Objective 7.0 10

Appendix 11

ADMINISTRATIVE SUMMARY

During the school year 1984-1985, the Johnson O'Malley program of the Albuquerque Public Schools provided supplemental counseling and support services to 1,622 eligible Indian students who were enrolled in the school system. The program also communicated with the parents of the students through regular newsletters.

Six certified counselors were hired to implement the Johnson O'Malley counseling plan at eight target schools within the school district. All six counselors worked individually with the eligible students at the eight sites, using the student competencies in the counseling plan. All the counselors reported that more than 50 percent of their students were able to accomplish five or more competencies during the school year. They achieved and surpassed the requirements of this objective. An example of a student competency was "the 9th grade student will be able to list three of their personality strengths."

Another means of implementing the Johnson O'Malley counseling plan was to require each of the counselors to develop one activity per content area of the student competencies for each grade level. Although the counselors developed 132 counseling activities, they did not meet the objective as it was stated. Only four counselors met the objective as it was stated. Reasons why the other counselors did not meet the requirements of this objective were the lateness of hiring and the assignment of other duties to specific counselors by the project director. One counselor went on military leave for eight weeks. Her duties were assigned to another counselor who later transferred to an operational position. When the counselor on leave returned, she was assigned to the Resource Directory.

Other supportive materials to help the counselors implement the Johnson O'Malley counseling guide were developed during this project year. An excellent Resource Directory was researched, developed, and implemented by one of the counselors. This stated objective was met.

Four of the counselors were assigned the development and implementation of specific projects which would involve the JOM students in group counseling. Two of the projects were completed and implemented very successfully. The third was developed but not implemented. The fourth was neither developed nor implemented because of the loss of personnel. Thus this objective was partially met by the JOM staff.

Student services were provided to 64% of the eligible JOM students during the first semester and to 57% during the second semester. The objective as stated indicated that 65% of the eligible students would be provided services. The objective was not met either semester. Not accomplishing this objective may indicate that parents have assumed the responsibility to purchase school supplies for their children. They may prefer to pay for extracurricular activities themselves rather than use program monies.

Efforts to involve the parents of the JOM students were attempted in two ways: training sessions and newsletters. The training sessions were partially successful. One of the two required sessions was held. That session appears to have communicated much information about the JOM programs to selected parents. The first session was held later than planned because of the different interpretations of the objective by the parent committee and the staff.

The objective concerning the dissemination of information to the parents through six newsletters was met as stated in the objective. According to the evaluator, the newsletters were informative. They supplied information about the Indian program, the JOM students, and the school district.

In summary, much was accomplished by the JOM program in the Albuquerque Public Schools this year. The certified counselors implemented the JOM counseling guide by teaching the student competencies, developing supportive activities for the competencies, compiling a Resource Directory, and implementing group counseling projects.

Students who needed support services were given the opportunity to obtain them. Parents were provided information about the JOM program through a training session and six newsletters.

Recommendations

During the last two years of operation, the Johnson O'Malley program has focused on the special counseling needs of Indian students. It has successfully developed and now implemented a counseling guide which addresses the unique needs of the Indian students in the school district. The project director, the JOM staff, and the parent committee should be commended for their efforts in implementing such a program.

The following recommendations are made to further improve the JOM counseling program:

1. Continue to standardize the student profiles. The use of the computer for this purpose will provide the counselors, parents, and teachers with a long-range tracking system of the student competencies accomplished yearly by each JOM student.

2. Explore the possibility of using a pre/post test as part of the JOM counseling plan.

3. Establish objective testing procedures for the measurement of the student competencies.

4. Hire the project personnel at the beginning of the project year. Make sure they understand what each objective requires of them. Establish check points during the project year to see if they are meeting the objectives.

5. Write or reword objectives so that all the necessary activities that the certified counselors perform are covered by the program objective. Examples of this are Indian Week and the Awards Night. Both of these time-consuming activities could be incorporated in the student services objective and could therefore become part of the JOM program.

6. Collect, edit, and publish all the activities, directory and projects developed by the counselors during the project year. The materials developed by the counselors are excellent and provide specific counseling materials that work with Indian students. Other schools with large Indian populations could benefit from this information.

7. Continue implementing the mini-projects at selected sites. They provide a vehicle for involving the students in group counseling. They provide information and teach brainstorming and problem-solving skills to groups of JOM students.

8. Discontinue the use of a percentage in the objectives for providing student services. The service is there for those who choose to use it. Choose a better way to measure the student services provided through the program. As times change, Indian parents may prefer to buy their children's school supplies and pay for their extracurricular activities.

9. Continue to explore ways to share information with parents and to involve parents in the educational system. Pre-planned and pre-announced training sessions several times during the school year for targeted parental groups may be a solution.

10. Develop a one-page assessment tool for the evaluation of the newsletter by the parents. This assessment could be sent during the second semester. The data collected would help focus the newsletters and respond to parental needs for information and education.

11. Study the summaries and recommendations that the counselors submitted at the end of the project year. If the project director and parent committee read and incorporate some of the counselors' suggestions into the next year's project, the JOM program can continue to grow and provide quality services to the Indian students of Albuquerque Public Schools.

12. Continue hiring certified counselors and assigning them to the counseling department of a specific school. Principals and head counselors at each of your sites really appreciate how each of the Indian counselors was integrated into the school's counseling department. They appreciated the professional attitude of the counselors and their dedication to the Indian students.

PROGRAM DESCRIPTION

The Johnson O'Malley Program for 1984-1985 in the Albuquerque Public Schools provided the 1,622 eligible JOM students and their parents with the opportunity to receive supplemental counseling, support services, and information through newsletters.

Eight target schools with sizable eligible JOM student populations were chosen for supplemental counseling. Six of these schools were high schools and two were junior high schools. The schools selected were West Mesa High School, Highland High School, Valley High School, Albuquerque High School, Manzano High School, Del Norte High School, Wilson Junior High School and McKinley Junior High School.

Six certified counselors were hired to provide supplemental counseling. One full-time counselor was assigned to Highland. Part-time counselors were assigned to West Mesa, Valley, Albuquerque High, Manzano, and Del Norte. One counselor served Wilson and McKinley Middle Schools. One counselor worked with all the eligible JOM elementary students.

The head counselor provided information to the other counselors. All the counselors were supervised by the District Coordinator of Indian Education.

Supplemental counseling for JOM students consisted of implementing the JOM counseling plan. Counselors used the guide to help students accomplish specific competencies. Counselors developed teaching activities to implement specific competencies with their students.

Four projects for involving JOM students in problem-solving were developed and implemented also as part of the counseling plan. The projects were targeted at specific problem areas: drugs and alcoholism, personal and social problems, leadership, and parental involvement.

A Resource Directory listing possible agencies for referral was also developed. The directory provided much information concerning agencies that will help Indian students.

Students were provided support services for obtaining school supplies and/or participating in school activities. Parents were informed about the Johnson O'Malley program through a series of six newsletters.

In the sections that follow, information will be presented on each program objective - how it was measured, whether the objective was achieved, and a discussion of the results.

Objective 1.0: By the end of academic year 1984-85, 50% of the JOM students at the target schools will have successfully mastered at least five of the student competencies from each respective grade level as measured by the counselor check list.

Measurement

Individual student profiles were maintained by the counselors for each eligible JOM student. As a student completed a course competency, the counselor recorded the competency number and the date it was accomplished. The measurement of accomplishment was counselor observation or testing. Counseling records and student profiles are available at the JOM office in Santa Barbara Center.

Results

In all the eight target schools, 50% of the JOM students mastered five or more student competencies as measured by the counselor checklists. Of the 328 JOM students counseled at the eight schools, 241 students achieved five or more competencies. Thus 77 students more than required by the objective achieved this objective. The objective as stated was met and surpassed.

Discussion

The program director advertised, interviewed, and hired six certified counselors to implement the student competencies from the JOM counseling curriculum guide for grades 6-12 during the 1984-85 school year. She made the staff assignments and chose the target schools.

Eight target schools were chosen by the program director for implementing the student competencies from the JOM counseling guide. Of the target schools, six were high schools and two were middle schools. The schools were chosen because they had significant JOM-eligible student populations. The six high schools were West Mesa, Highland, Valley, Albuquerque, Manzano, and Del Norte. The middle schools were Wilson and McKinley.

The six certified counselors were assigned to the target schools as follows:

The head counselor served West Mesa High School half-time, and coordinated the counseling program. One full-time counselor served Highland High School. Two half-time counselors served Valley High School and Albuquerque High School respectively. One full-time counselor served both Manzano and Del Norte High Schools, and one full-time counselor served both Wilson and McKinley Middle Schools.

It should be noted that the half-time counselors at Valley High and Albuquerque High were hired after the second semester of the school

year. The half-time counselor at Albuquerque High School was hired two months before the closing of school. Both should be commended for the number of students they counseled and the number of competencies they implemented with their students.

Because of the uncertainty of the continuation of Johnson O'Malley funding, two counselors transferred to operational positions with the Albuquerque Public School System. One counselor went on military leave for eight weeks; when that counselor returned, she was assigned to the elementary schools.

The remaining four counselors more than met the requirements of this objective. Their records revealed that they kept individual student profiles for all their students. They recorded student progress and documented the completion of the student competencies.

A summary of the number of Johnson O'Malley students who mastered student competencies at each target school is presented in Table 1 below. More detailed information by individual schools is presented in tables in the Appendix.

Table 1
Summary of Mastery of Student Competencies
at All Target Schools

Target School	JOM Students	Number of Students Who Achieved 5 or More Competencies	Students Exceeding Objective
West Mesa H.S.	57	39	+11.5
Highland H.S.	91	54	+ 8.5
Valley H.S.	34	31	+14.0
Albuquerque H.S.	34	18	+ 1.0
Manzano H.S.	34	28	+11.0
Del Norte H.S.	43	36	+14.5
Wilson Middle School	18	18	+ 9.0
McKinley Middle School	17	17	+ 8.5
Totals	328	241	+77.0

From the eight target schools, 328 eligible JOM students were counseled. According to objective 1.0, half of the students who were counseled were expected to master five or more student competencies. Two hundred forty one students attained mastery, 77 students more than required by the objective.

Objective 2.0: By the end of academic year 1984-85, 100% of the counselors will have developed one activity per content area of the student competencies for each grade level.

Measurement

The activity plans developed and submitted to the JOM head counselor by each of the counselors were used to measure the completion of this objective.

Results

Four of the seven counselors accomplished the objective as stated by producing one activity per grade level in each of the designated content areas of personnel, careers, social, academic, and student employment.

Discussion

A careful analysis of the activities submitted to the head counselor revealed excellent developmental counseling activities. A total of 132 counseling activities was developed by the counseling staff during the project year.

But it appears that the objective was not understood or interpreted correctly. Only four of the seven certified counselors developed one or more activities per content area for each grade level. The other three counselors either did not develop any or developed only a few activities because of lateness of hiring or assignment of other tasks such as the Resource Directory.

A summary of the activities developed by grade level in each of the content areas is presented in Table 2 below.

Table 2
Summary Table of Activities for Content Areas

Grades 6-12	6	7	8	9	10	11	12	Total
Content Areas:								
personnel	5	5	5	10	11	12	13	61
careers	1	1	1	3	3	4	5	18
social	1	1	1	4	2	6	7	22
academic	1	1	1	4	5	3	4	19
student employment	n/a	n/a	n/a	3	3	3	3	12
								132

Objective 3.0: By the end of academic year 1984-85, a resource directory for referral services will have been developed and disseminated to all JOM staff and the [JOM] committee.

Measurement

The completed Resource Directory and the evaluations of the directory by the counseling staff on file at Santa Barbara Center provided the documentation for this objective.

Results

The Resource Directory was researched, developed, compiled, and disseminated to all JOM staff and committee members. Thus the objective as stated was met.

Discussion

One counselor was assigned by the program director to research, develop, complete, and disseminate the Resource Directory. She sent out questionnaires to over 150 service programs. About 100 programs answered her questionnaire and were included in the directory.

She organized the Resource Directory into six major categories: personal needs, employment/training, scholarships/educational assistance, summer programs, other services, and additional information.

Programs listed under each category provided important facts about the services they provided for Indian students. Contact people, telephone numbers, addresses, eligibility, and fees were listed for each program.

The Resource Directory was evaluated by the JOM counseling staff. The majority of the counselors indicated that the information in the directory will be helpful and informative as they counsel JOM students.

Objective 4.0: By the end of academic year 1984-85, at least four mini-projects will have been developed and successfully implemented on selected student/parent populations, as measured by 50% of the participants rating their respected projects as above average.

Measurement

The completed mini-project materials and the data gathered from the implementation were used to analyze the results of this objective. All data related to this objective are available at Santa Barbara Center.

Results

Only two mini-projects were developed and implemented. A third project was partially developed but never implemented. The fourth project was never developed nor implemented. Thus, this objective as stated was partially met.

The project director assigned four mini-projects to the counselors. The projects assigned were: Drugs and Alcoholism, Personal/Social Problems, Student Leadership, and Parental Involvement.

Project materials were developed for all of the projects except "Parental Involvement." The counselor assigned this project resigned from the JOM program during the first semester of school. His replacement was hired in March and had no time to complete the project.

The project "Drugs and Alcoholism" was completed. The project materials included the purpose, rationale, research used, teaching activities for four sessions, pre-tests and post-tests. All materials were implemented with JOM students. More than 50% of the students evaluated this project as above average.

The project "Personal/Social Problems" resulted in a videotape of JOM students seeking solutions to their problems. The purpose, rationale, research used, teaching activities, pre-test, and post-test were included in the materials. The videotape demonstrated how the project was implemented with the JOM students.

Both of the above projects were completed and implemented with tremendous success because of the dedication and follow-through of the assigned counselors. Both stated that much of the project development was an overload but the projects served as a vehicle to involve students in recognizing, facing, and solving personal problems.

The project "Student Leadership" was partially completed. Research was done on the project but because of time constraint was not completed. However, the counselor doing this project suggested that Mr. Talada

of Washington and Van Buren Mid-Schools be contracted to conduct student leadership training for JOM students. He has designed and implemented a student leadership project in the school district and is willing to work with the JOM students.

Objective 5.0: By the end of academic year 1984-85, 65% of the students meeting the I.E.C. guidelines will have been provided at least one type of student support service.

Measurement

Documentation by the project secretary of the number of eligible JOM students, the supplies received by the JOM students, and the school activities that were funded was used to measure this objective.

Results

Only 64% of the JOM students elected to accept support services the first semester. During the second semester, only 57% of the JOM students elected to accept support services. Thus, this objective as stated was partially met.

Discussion

According to the computer printout supplied by the project secretary, 1622 students were eligible for JOM student support services. Parents of eligible students were notified of the student support services provided by the JOM program through the newsletter and flyers.

During the first semester, 981 JOM students received school supplies such as glue, pencils, paper, crayons, notebooks, rulers, scissors, and erasers. Only 864 JOM students chose to receive such school supplies during the second semester.

Students receiving reimbursement for school activities totaled 51 during the first semester. During the second semester 63 students were reimbursed for participation in school activities. The type of activity that was reimbursed was recorded in the student file.

JOM students who attended summer school were reimbursed. Only 90 JOM students attended summer school this project year.

Thus, 1032 JOM students were provided support services the first semester and 927 JOM students were provided services during the second semester, which represents 64% and 57% respectively. The lack of achievement of this objective may be due to parents' perference for purchasing school supplies and paying for extracurricular activities themselves rather than using program money. The decrease in percentage of parents opting for support services from the first to the second semester may be due to a change in policy by the parent committee. The second semester parents and students were informed that the JOM program would not pay for summer school unless parents met the low income criteria.

Objective 6.0: By the end of academic year 1984-85, at least two training sessions will be held for a core committee to develop an effective communication network.

Measurement

The data supplied by the head counselor for documenting the training sessions, such as agendas, the list of participants, and the evaluations, were used to measure this objective.

Results

One training session for a core committee of parents, JOM staff, and school district personnel was held by JOM staff to develop an effective communication network. The second training session was never scheduled. The objective as stated was partially met.

Discussion

The head counselor with the JOM counselors planned and implemented a training session to inform parents and selected school district representatives about the 1984-85 JOM program. According to the agenda and evaluations of the session, the training was successful. Most of the parents commented that they saw this session as the beginning of much-needed communications between parent and school. They requested other training sessions that would teach them how to become involved in their children's education.

One problem that occurred in accomplishing this objective was the different interpretation of the objective by the parent committee and the staff. The attempts to clarify the objective delayed the implementation of the objective. The first training session was held late in the project year. The lateness of the first session made it impossible to schedule the second training session.

Objective 7.0: By the end of August 1985, at least six newsletters to inform the Indian Community about Indian Education in APS will have been produced and disseminated.

Measurement

Copies of the six newsletters were used to document this objective.

Results

All six newsletters were produced and disseminated to the JOM parents during the project year 1984-85. The objective as stated was met.

Discussion

The six published newsletters were reviewed for this evaluation. All were very informative about all the Indian programs in the school district. They highlighted JOM students at the various schools. Students were praised for their accomplishments.

Parents were provided information about JOM student services. Tips to parents for helping their children were also included.

Interviews with the JOM staff indicated that they were pleased with the quality and high level of planning for the newsletters this year. They appreciated having the opportunity to write articles for the newsletter. They felt that the newsletter was their best means of communication with the parents.

The sixth newsletter, published in August, was an introduction to the new school year. It provided JOM parents and students with information on the current program and on services for the 1985-86 school year.

Copies of the six newsletters are on file in the project office at the Santa Barbara Center.

APPENDIX

Table 1
Mastery of Student Competencies

School: West Mesa High School

Number of JOM Students: 57
50% of JOM Students: 28.5

Grades	9th	10th	11th	12th
No. of Students	16	13	13	15
No. of Students who achieved:				
0 competencies	3	3	0	1
1-4 competencies	3	2	3	3
5 or more competencies	10	8	10	11
Total per grade	16	13	13	15

According to objective 1.0, half or 29 of the 57 JOM students counseled were expected to master five or more student competencies. Since 39 students achieved mastery, the objective as stated was surpassed.

Table 2
Mastery of Student Competencies

School: Highland High School

Number of JOM Students: 81
50% of JOM Students: 45.5

Grades	9th	10th	11th	12th
No. of Students	27	37	9	18
No. of Students who achieved:				
0 competencies	1	6	1	4
1-4 competencies	9	12	2	2
5 or more competencies	17	19	6	12
Total per grade	27	37	9	18

According to objective 1.0, half or 46 of the 91 JOM students counseled were expected to master five or more student competencies. Since 54 students achieved mastery, the objective as stated was surpassed.

Table 3
Mastery of Student Competencies

School: Valley High School

Number of JOM Students: 34
50% of JOM Students: 17

Grades	9th	10th	11th	12th
No. of Students	10	9	9	6
No. of Students who achieved:				
0 competencies	--	--	--	--
1-4 competencies	2	--	1	--
5 or more competencies	8	9	8	6
Total per grade	10	9	9	6

According to objective 1.0, half or 17 of the 34 JOM students counseled were expected to master five or more student competencies. Since 31 students achieved mastery, the objective as stated was surpassed.

Table 4
Mastery of Student Competencies

School: Albuquerque High School

Number of JOM Students: 34
50% of JOM Students: 17

Grades	9th	10th	11th	12th
No. of Students	11	9	6	8
No. of Students who achieved:				
0 competencies	3	3	1	2
1-4 competencies	3	2	--	2
5 or more competencies	5	4	5	4
Total per grade	11	9	6	8

According to objective 1.0, half or 17 of the 34 JOM students counseled were expected to master five or more student competencies. Since 18 students achieved mastery, the objective as stated was surpassed.

Table 5
Mastery of Student Competencies

School: Manzano High School

Number of JOM Students: 34
50% of JOM Students: 17

Grades	9th	10th	11th	12th
No. of Students	7	9	8	10
No. of Students who achieved:				
0 competencies	2	3	--	--
1-4 competencies	1	--	--	--
5 or more competencies	4	6	8	10
Total per grade	7	9	8	10

According to objective 1.0, half or 17 of the 34 JOM students counseled were expected to master five or more student competencies. Since 28 students achieved mastery, the objective as stated was surpassed.

Table 6
Mastery of Student Competencies

School: Del Norte High School

Number of JOM Students: 43
50% of JOM Students: 21.5

Grades	9th	10th	11th	12th
No. of Students	9	10	9	15
No. of Students who achieved:				
0 competencies	3	--	2	--
1-4 competencies	1	--	1	--
5 or more competencies	5	10	6	15
Total per grade	9	10	9	15

According to objective 1.0, half or 22 of the 43 JOM students counseled were expected to master five or more student competencies. Since 36 students achieved mastery, the objective as stated was surpassed.

Table 7
Mastery of Student Competencies

School: Wilson Junior High

Number of JOM Students: 18
50% of JOM Students: 9

Grades	6th	7th	8th
No. of Students	7	3	8
No. of Students who achieved:			
0 competencies	--	--	--
1-4 competencies	--	--	--
5 or more competencies	7	3	8
Total per grade	7	3	8

According to objective 1.0, half or 9 of the 18 JOM students counseled were expected to master five or more student competencies. Since 18 students achieved mastery, the objective as stated was surpassed.
... required by this objective.

Table 8
Mastery of Student Competencies

School: McKinley Junior High

Number of JOM Students: 17
50% of JOM Students: 8.5

Grades	6th	7th	8th
No. of Students	5	7	5
No. of Students who achieved:			
0 competencies	--	--	--
1-4 competencies	--	--	--
5 or more competencies	5	7	5
Total per grade	5	7	5

According to objective 1.0, half or 9 of the 17 JOM students counseled were expected to master five or more student competencies. Since 17 students achieved mastery, the objective as stated was surpassed.